



COURSE TITLE: SW 732 Clinical Scholars Integrative Capstone Seminar II

TERM: Fall 2015

TIME: Sessions will be held in Detroit from 9:00 a.m. to 11:00 a.m. on:

Oct. 8 (Center for Excellence),
Oct. 22 (Center for Excellence),
Nov. 5th (Center for Excellence),
Nov. 12 (Center for Excellence)
Dec. 10 (Center for Excellence)

SEMINAR INSTRUCTORS: Prof. Mary Ruffolo (mruffolo@umich.edu) & Prof. Betsy Voshel (yoshele@umich.edu)

OFFICE HOURS: By Appointment.

DESCRIPTION: The SW 732 uses a blended learning format that focuses on development of sessions with field sites addressing cutting edge issues in working with racial and ethnic minority youth living in urban settings with behavioral health challenges and developing web-based, professional portfolios that highlight key learning experiences and skills. This is a continuation of SW 632. This is the capstone seminar for the clinical scholars program.

SEMINAR DESIGN

- The scholar presentation topics developed in conjunction with field instructors in the Summer SW 632 course will be delivered this Fall term. Scholars will finalize the design the presentation highlighting core skills and emerging issues. The scholars will take responsibility to work collaboratively with the field internship site to offer a presentation that will not only benefit the clinical scholars but also their field instructors.
- Scholars will continue to develop their professional portfolios for presentation to field instructors at the end of the term in the final class session.
- Scholars will be required to schedule an individual meeting with the seminar instructors to review and receive feedback on their portfolio development prior to the end of the Fall term.

SEMINAR OBJECTIVES

Scholars in this seminar will:

1. Engage in activities that use integrative learning principles to facilitate knowledge transfer and link classroom, fieldwork, and personal experiences.
2. Identify, document, and link knowledge and skills across educational, professional, and personal experiences.
3. Continue to develop and implement in collaboration with field internship supervisors a presentation on a cutting edge issue or challenge facing social workers engaged in work with racial and ethnic minority youth with behavioral health problems and their families.
4. Continue to work on a web-based professional portfolio by completing the assignments listed below utilizing the Seelio electronic platform.

5. Identify individual “tacit knowledge” (the “know-how” as opposed to the “know-what” [facts] and the “know-why” [theory or science]. A simple example: one does not know how to ride a bike or swim due to reading a textbook, but only through personal experimentation, by observing others, and/or being guided by an instructor).
6. Explore their roles as learners, leaders, and professionals and become prepared to speak fluently about their work and experiences, roles played in fieldwork, and as agents for social change.
7. Reflect on how social justice principles and processes are reflected in their work and how this can be strengthened.

SEMINAR ASSIGNMENTS

Assignment 1: Scholars will continue to develop their web-based professional portfolio over the Fall 2015 term:

1. Scholars will review the Captivate module and web-based lecture capture presentations that address each component of the portfolio building and integrative learning process.
2. By the end of the Fall term, the web-based portfolio using the Seelio platform needs to contain the following:
 - a. A solid working Professional Philosophy Statement. (In the About Me section of the Seelio portfolio or as a work project)
 - b. A minimum of 3 Key Learning Experiences/Work Projects. When possible include/embed Supporting Documentation with each Key Learning Summary/Project.
 - c. Resume

Students will present their completed portfolios to field instructors and the class on Dec. 10th.

Assignment 2: Scholars in consultation with field instructors will continue to develop and implement one 2-hour presentation session:

1. The presentation will involve participants from the host field site, seminar instructors, clinical scholars and field instructors from the other field sites.
2. The dates of the presentation have been assigned. The sessions will be on Thursday morning from 9:00 to 11:00 a.m. in Detroit.
3. The topic selected for presentation needs to address a cutting edge issue in working with racial and ethnic minority youth and families with behavioral health issues living in urban settings.
4. The presentation will include: relevant information about the issue and any evidence-based interventions; a composite case presentation that highlights the challenges facing workers, youth and families; key discussion questions and opportunities for all scholars and field instructors to participate in a dialogue about the issues that are presented.
5. Clinical scholars need to submit their final PowerPoint presentation to the instructor prior to the assigned day for presentation.

Assignment 3: Scholars will continue to attend the two hour evidence-based interdisciplinary training sessions at UMHS during the Fall 2015 term.

1. In Nov 2015, scholars will submit a two page learning reflection on the second evidence-based practice group that they participated in.
2. Each reflection needs to address/include the following areas:
 - a. Skills learned;
 - b. Experience with the interdisciplinary case study process; and

- c. Application to work with racial and ethnic minority youth and families and their families living with behavioral health challenges in urban settings.

FOUR CURRICULAR THEMES

- *Multiculturalism and Diversity* issues will be explored as scholars identify self-knowledge and skills for regularly monitoring their practice within the context of their work. The PODS (Privilege, Oppression, Diversity and Social Justice) lens will be applied to practice situations and scholars will have an opportunity to discuss relevant field issues related to the diversity dimensions (ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation).
- *Social Justice and Social Change* issues will be addressed by helping students to critically assess their commitment to and skills for enacting change towards social justice goals. The role of the social worker will be discussed as reflected by their individual experiences and reflection.
- *Promotion, Prevention, Treatment, and Rehabilitation* approaches will be addressed within the context of the scholar's orientation to practice. Small group discussions will allow the scholar to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.
- *Behavioral and Social Science* research approaches will be addressed within the context of the scholar's orientation and method. Small group discussions will allow the scholar to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.

SOCIAL WORK ETHICS AND VALUES

Social work ethics and values will be addressed within the context of the scholar's orientation to practice. Small group discussions will allow the scholar to discuss, review, compare, and contrast alternative approaches and frameworks to inform scholars about professional conduct expectations and ethical comportment as a social worker.

Scholars in Need of Accommodations: If you have a documented disability or condition that may interfere with your participation in this course, please schedule a private appointment with the instructor as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Scholars with Disabilities office at G664 Haven Hall, (734) 763-3000. Also, if religious observances conflict with class attendance or due dates for assignments, please notify the instructor so we can discuss appropriate arrangements.

Incompletes: Incompletes are given only when it can be demonstrated that it would be unfair to hold the scholar to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an I grade *is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor.* The scholar must formally request an incomplete from the instructor prior to the final week of classes.

A Note on the Learning Environment:

While all of us come to this course with various experiences, skill sets and values, it is important that we respect diverse opinions and perspectives. The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks.

Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

To facilitate the co-learning environment, the instructors will provide useful and constructive comments, facilitate a safe forum for discussion and learning and be responsive to scholars’ questions both in and out of class. A scholar is expected to be on time, prepared with any questions related to assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

SEMINAR REQUIREMENTS

Attendance and active participation are required and expected when seminars and presentations are scheduled.

Through the integrative portfolio-based learning process, the author (i.e.; scholar) is in control of their own learning and development and therefore the outcomes from this process can be richly diverse and well as continuous.

GRADING FOR THE SEMINAR: These seminar will be graded as follows: S = Satisfactory or U = Unsatisfactory. Throughout the term, the instructors will be giving verbal and/or informal written feedback as appropriate.